

# First Needs Kindergarten

91 Lea Village, Birmingham, West Midlands, B33 9SG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 10/01/2013 |
| Previous inspection date | 19/10/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- A well-established key person system helps children form secure attachments and promotes their well-being effectively. Good care experiences have a positive impact on children's all-round development.
- Practitioners are good role models; they speak respectfully to children and give them clear guidance about what is acceptable behaviour. This helps children develop a positive relationship with others.
- Inclusion is given good priority and there is very good provision for children who speak English as an additional language. Effective partnerships between parents, carers and other agencies ensure all children are included and their needs are fully met.
- Children are happy, content and enjoy attending this welcoming nursery. They make good progress in their learning and development and are supported by caring, experienced practitioners who plan activities based on children's interests and play preferences.

### It is not yet outstanding because

- The learning environment outdoors has yet to be fully extended to maximise learning opportunities in all areas of learning, such as mathematics and literacy, or fully support opportunities for free-flow play for the older children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all three playrooms, the outside learning environment and children having their lunch time meal.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, a range of policies and record keeping procedures.
- The inspector held a meeting with the owner/manager and deputy manager and talked to practitioners during the inspection.
- The inspector also took into account the views of parents, carers and children spoken to on the day of the inspection.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

First Needs Kindergarten was registered in 2003 on the Early Years Register. It is situated on the ground floor of a former converted doctor's surgery in the Kitts Green area of Birmingham and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 33 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance further the outdoor area to enrich opportunities for children to take part in play that promotes their skills in all areas of learning, such as mathematics and literacy, and build on the opportunities for older children to move freely between indoor and outdoor play.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy attending this welcoming and friendly nursery where they make good progress in their learning and development towards the early learning goals. They are consistently supported by practitioners who know how children learn and respond well to their interests and play preferences. Practitioners work well together to plan a good balance of adult-led and child-initiated activities which are interesting and enjoyed by the children. They interact well with the children and ask questions to promote their language and thinking skills. The environment and resources are effective in supporting children's learning and development. Resources are arranged to make them easily accessible and this enables children to initiate their own play and play at their own pace. All children benefit from being able to play outdoors at different times during the day. Children enjoy their time in the garden and older children like to be physically active and make up their own games, involving lots of running around and hiding from 'scary monsters'. They have great fun playing together on rockers, and they show good balancing ability while riding on scooters. There is scope for improving the outdoor environment further to create a rich learning environment by providing opportunities for children to extend their skills and talents in mathematics and literacy and to build on the existing arrangements to further help older children move freely from inside to outdoors.

Children arrive confidently at the nursery and enjoy the time spent with their friends. Good attention is given to promoting all aspects of children's personal, social and emotional

development from the time children enter the nursery to when they leave to go to school. Even the youngest children show throughout the day that they are familiar with the routines; babies get excited when they sit in their high chairs at lunchtime anticipating the arrival of a meal. Older children are very independent and confidently access toys and resources and engage other children in their play. Their day runs smoothly as they help to tidy away toys, wash their hands before mealtimes and put their coats on to go outside. Children's behaviour is good; they use good manners and explain that 'we don't say get out of the way, we say excuse me'.

Children's mathematical skills are encouraged as practitioners maximise every opportunity to talk about numbers, counting and simple calculation. Children use their problem solving skills to work out how to fit a train track together and build models using a range of construction. Interaction between practitioners and children in all rooms is very good and this supports children's learning and enjoyment. All children have good opportunities to develop their expressive art and design skills. Their artwork is displayed around the nursery. Children love painting, manipulating play dough and drawing with chalks and crayons. Babies and younger children have plenty of space to move around freely to encourage their coordination and movement. Babies are beginning to find a voice and discover new words as they sing songs and look at picture books. They enjoy using a range of musical instruments, such as shakers, xylophones and drums, where they can explore new sounds. Communication and language skills are fostered well in all areas of the nursery. Older children learn to recognise and write their name and are beginning to link letters and sounds. Younger children enjoy singing action songs and listen intently to their favourite stories that are read to them in a lively way by practitioners.

Children are supported in understanding differences and diversity through organised activities and cultural events. There are displays in each room which promote children's understanding of diversity and reflect that each child is a unique individual. For example, a range of photographs showcase children's individual characteristics and another display is entitled 'we all smile the same smile'. This helps children to focus on similarities and differences in a positive way and helps them to understand and respect others.

The nursery works well with parents from the outset. They gather good information about children's starting points and record information about individual care routines, additional needs and parents' preferences. This helps the key person to get to know the children well and be knowledgeable about their interests and play preferences. Good arrangements are in place when children move rooms within the setting to ensure a smooth changeover to their new environment and parents are fully consulted at all times. The new key person is provided with a transition record which gives them a good overview children's progress within the nursery to date, their individual interests and their specific needs. Parents are provided with information about their child's achievements through daily discussions during collection times and parents evenings. Parents are encouraged to contribute to their child's learning journey record and share their observations from home. This helps positively foster children's learning and development through effective partnership working.

**The contribution of the early years provision to the well-being of children**

This is a friendly, child-centred nursery where children are able to settle at a pace that suits them and their families. As a result, children develop close and caring relationships with practitioners and particularly their key person. Good attention is given to keeping children safe. Children's welfare is promoted and they benefit from good levels of supervision. The setting takes appropriate steps to manage or eliminate risks to children by conducting detailed risk assessments and daily safety checks. Children learn to keep themselves safe with gentle reminders about how to use resources and equipment safely, making sure toys are tidied away to prevent trip hazards and by being involved in the emergency evacuation procedures.

Children behave very well and develop positive relationships with their peers; practitioners are positive role models, kind and attentive, and have a warm rapport with every child. This is supported by a well-established key person system which fosters children's well-being effectively. Practitioners are always close by when children need support or reassurance. Lunchtime is a sociable occasion where practitioners sit and chat with the children and give support to the babies and younger children to help them develop independence skills. Good attention is given to monitoring the care routines of the youngest children in the nursery, with regard to their feeds, meals and sleep routines. Parents spoken to at the time of the inspection are very happy with the provision. They talk about the 'lovely' team and are pleased with what the nursery has achieved with their children.

Children's individual health, physical and dietary needs are effectively met. These are well documented and understood by the nursery and practitioner team. All children are provided with healthy and nutritious meals which are provided by an outside caterer. Drinking water is accessible for children to refresh themselves throughout the day. Good procedures are in place to record details of any accidents or incidents. Accident reports are monitored and analysed to see if the setting can do more to minimise risks to children in specific areas. Practitioners are trained to administer first aid, which means that children receive appropriate support in the event of an accident.

Inclusion is promoted very well and this ensures all children and families are included, valued and respected. Caring practitioners work well together, they know the children well and have a good knowledge of their specific needs and unique characteristics. The nursery place a strong focus on supporting children who have English as an additional language to help them feel secure, and foster their language skills while in their care. All practitioners work with parents to gain an understanding of key words and phrases to help them in assisting children during activities and daily routines. The system in place for planning, observation and assessment is working well to ensure the information gained from observations is used to plan the next steps in children's learning. The nursery recognises the importance of smooth transition arrangements for the children's next phase in their learning and has links with local schools to ensure children's continuity of care and learning.

### **The effectiveness of the leadership and management of the early years provision**

The management and practitioner team strive for quality and focus on improvement to ensure that all children achieve well across all aspects of their learning and development. They have looked closely at their priorities for the future. There is good consideration given to developing children's speech and language skills in conjunction with parents, with the introduction of 'Chatterbags' that parents can use at home. Safeguarding procedures are secure and practitioners are clear about the procedures to follow should they have any concerns about a child in their care. The safeguarding procedure is displayed in each room and the policy is shared with parents to ensure they are aware of the nursery's role and responsibilities. Criminal Records Bureau checks are in place for all staff to ensure their suitability to work with children. The management team are quick to respond to any safety or practice issues that arise, and practitioners are deployed effectively and supervise the children well.

All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage and are stored to ensure confidentiality. Regular supervision, appraisals and professional development opportunities ensure practitioners receive support and encouragement to further enhance their skills and knowledge. Practitioners create an environment that is welcoming and safe where children are helped to learn through play and grow in confidence. Children are given the time to concentrate on activities and enjoy achieving what they set out to do.

Parents are warmly welcomed into the setting and their views about the provision are sought informally through discussion and through the use of a questionnaire. The nursery has a clear understanding of the benefits to children when they work in close partnership with parents and other providers of the Early Years Foundation Stage. The nursery makes sure all parents are kept well informed about the provision and any changes to policies and procedures. They provide a newsletter in different languages, including Romanian and Polish, and invite parents to workshops to introduce new ideas and concepts to help them become fully involved in their child's learning. Good links with external agencies ensure timely and appropriate intervention for children who may need additional support to make sure all children achieve as well as they can. All practitioners have a good understanding of how children learn and have embraced the recent changes in the revised Early Years Foundation Stage Framework. Children's progress is monitored effectively to identify any gaps in their learning and development. Plans are put in place to make sure all children develop the abilities and skills they need as they move onto their next stage in learning.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement   | Description  |
|---------|-------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good        | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready   |

|         |              |  |
|---------|--------------|--|
|         |              | for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY266403                 |
| <b>Local authority</b>             | Birmingham               |
| <b>Inspection number</b>           | 898939                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 28                       |
| <b>Number of children on roll</b>  | 33                       |
| <b>Name of provider</b>            | Deana Amy Hamilton       |
| <b>Date of previous inspection</b> | 19/10/2012               |
| <b>Telephone number</b>            | 0121 789 8140            |

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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